REMEMBERING SEPT. 11, 2001

Hamilton students share thoughts and memories 10 years later. **See page 8.**

A PIRATE'S LIFE FOR ME?

Recent RIAA reports show dramatic decrease in complaints. **See page 9.**

VICTORY FOR VOLLEYBALL

The 2011 Hamilton Invitational Title goes to the Continentals. **See page 16.**

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THE SPECTATOR

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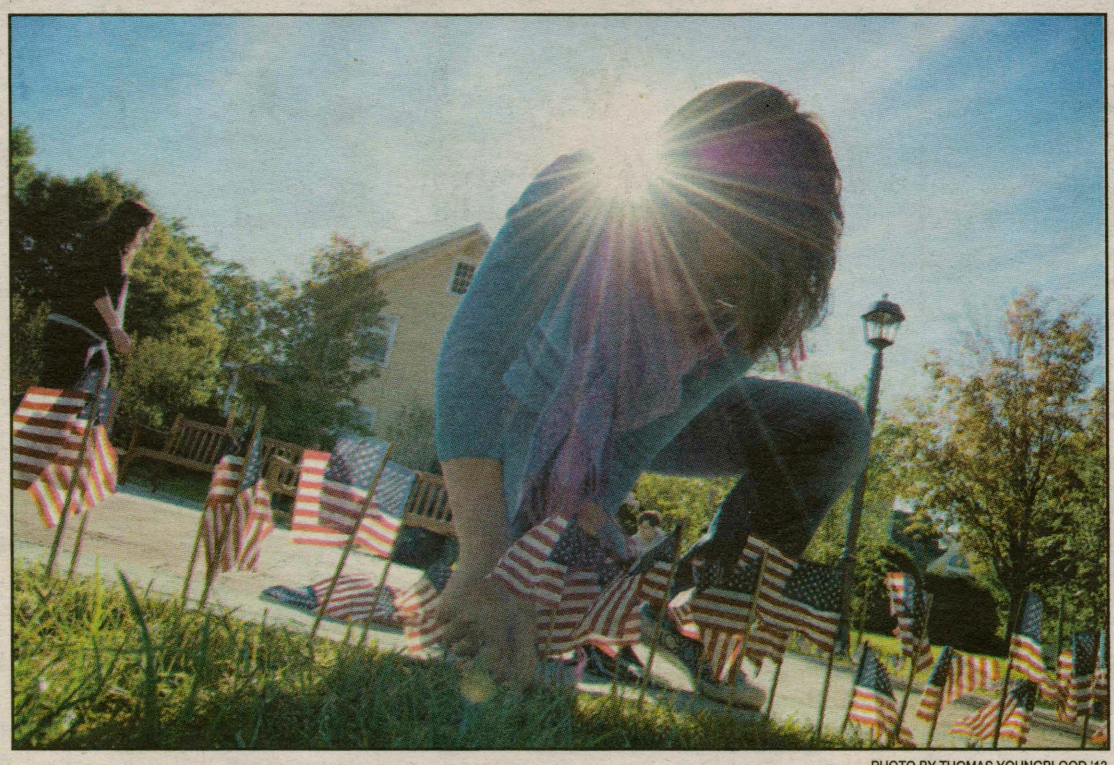


PHOTO BY THOMAS YOUNGBLOOD '13

Each year, Hamilton students place flags along Martin's Way in memory of the victims of the Sept. 11 attacks, including Art Jones '86, Adam Lewis '87, and Sylvia San Pio Resta '95.

10 years later Hamilton remembers the tragedy of Sept. 11

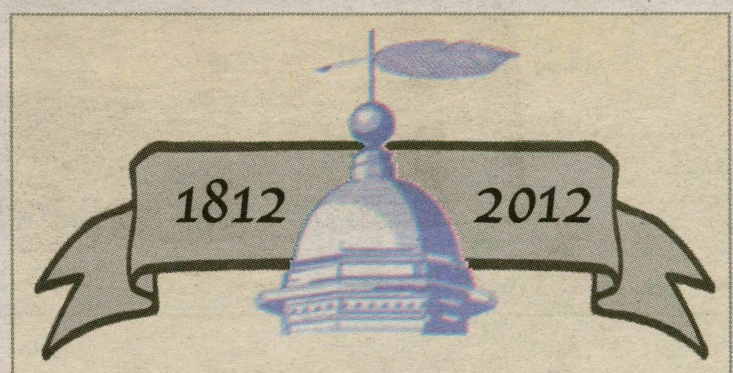
by Allison Eck '12
EDITOR-IN-CHIEF

On Sept. 11, 2001, Hamilton administration and staff spent the entire day tracking down the students located in New York City. Housing and transportation needed to be arranged for the students, whose Battery Park apartment building was located just eight blocks from the World Trade Center. Said Dean of Students Nancy Thompson: "One student jumped on the Staten Island ferry; others ran out of the apartment with just flip-flops and pajamas on." Many of them had no identification, money or credit cards on them when they were evacuated.

These added complications were hard on a campus whose president was not on the Hill at the time. In fact, President Eugene Tobin was in a taxi in Manhattan. He was on the phone with Meredith Bonham, senior associate dean of students for strategic initiatives, when the planes struck and could see the towers crumbling outside his cab window.

"In a crisis, you really want a leader," Bonham said. "You want someone to be telling you,

see ***Sept. 11,*** *page 3*



Patsy Couper

'Lifelong friend and benefactor'

by Allison Eck '12
EDITOR-IN-CHIEF

Over the course of the past few years, Patsy Couper has taken to waving the choir students goodbye as they depart on their annual tour.

"It's such fun to talk to individuals as they load the bus and pick up their bag lunches," she said. "I say a few words with a great many of the students there. It's the simple things that pleasure me the most."

That's the spirit Couper lives by each day. At age 88, she constantly surrounds herself with people—particularly Hamilton people. She doesn't ruminate on the past or overanalyze or think in terms of absolutes; instead, she cares about continuing the legacy of her late husband.

Sixth-generation Hamiltonian Richard (Dick) Couper '44 served as administrative vice president in the 1960s and participated in almost every volunteer activity and capital campaign since mid-century. His wife Patsy, a lifelong friend and benefactor of the College like her husband, received an honorary degree at Commencement in May.

Her contagious warmth and companionship make Couper one of Hamilton's most beloved presences. And despite that much of her family lives in Vermont, she chooses to stay on the Hill. "I have all my extended family around here," she said. "I think of everyone as son, daughter or grandchild." She has become close with a handful of students over the years, including Nick Stagliano '11, Stephanie Ingraham '13, Elizabeth Debraggio '07 and Ruthie Dibble '07.

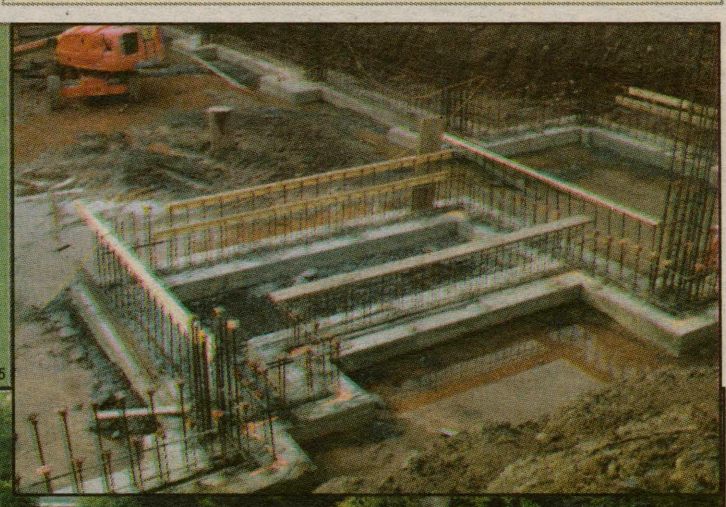
Every year she also takes some of the summer interns supported by The Richard and

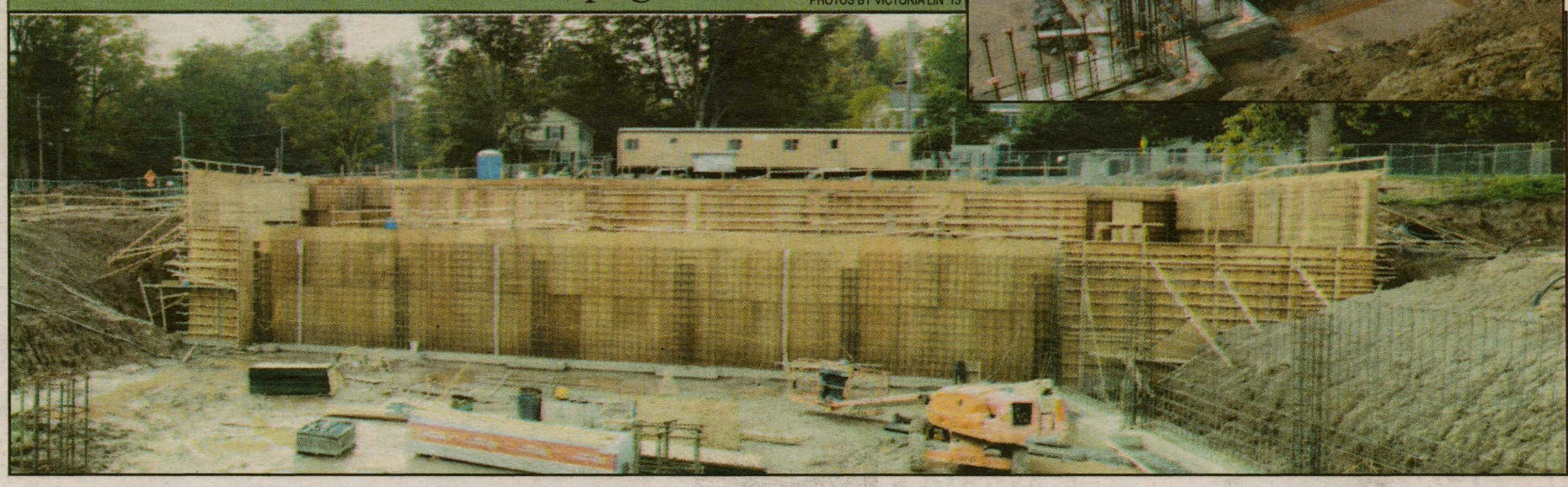
see ***Patsy Couper,*** *page 3*

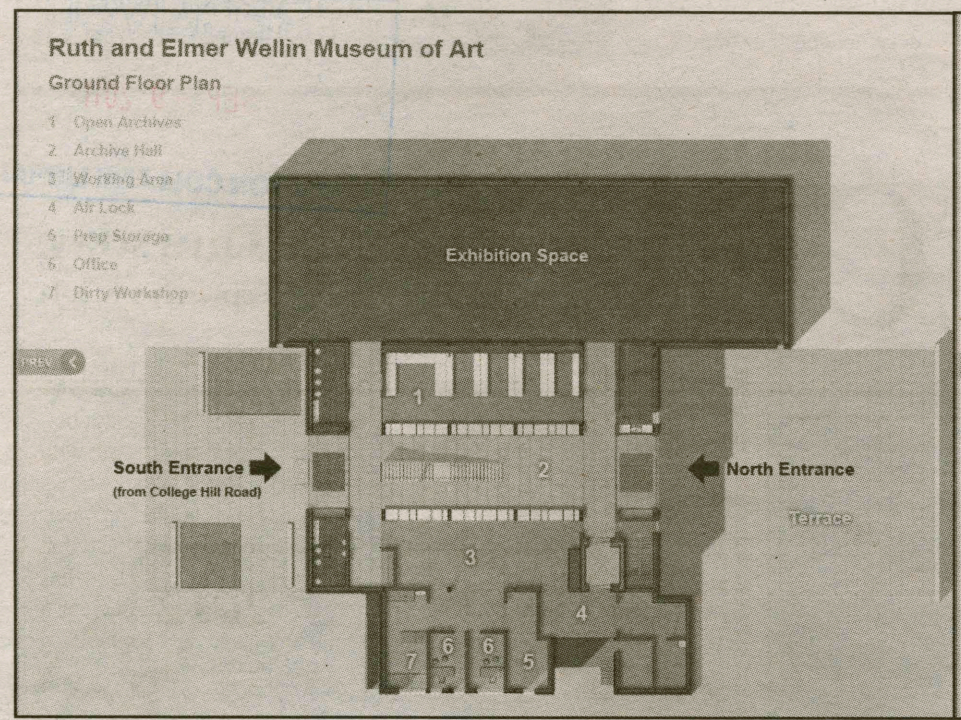
Ruth and Elmer Wellin Museum of Art

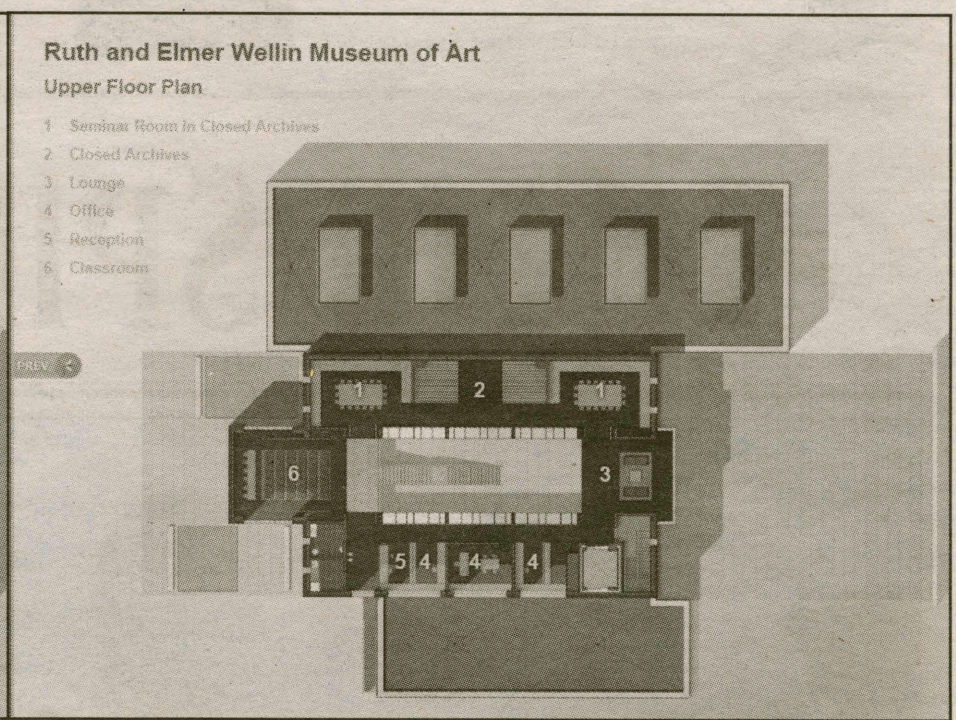
See ***Construction,*** *page 2*

PHOTOS BY VICTORIA LIN '15









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Foundation for fine arts laid as Wellin Museum of Art construction begins

by Adam Fix '13
News Writer

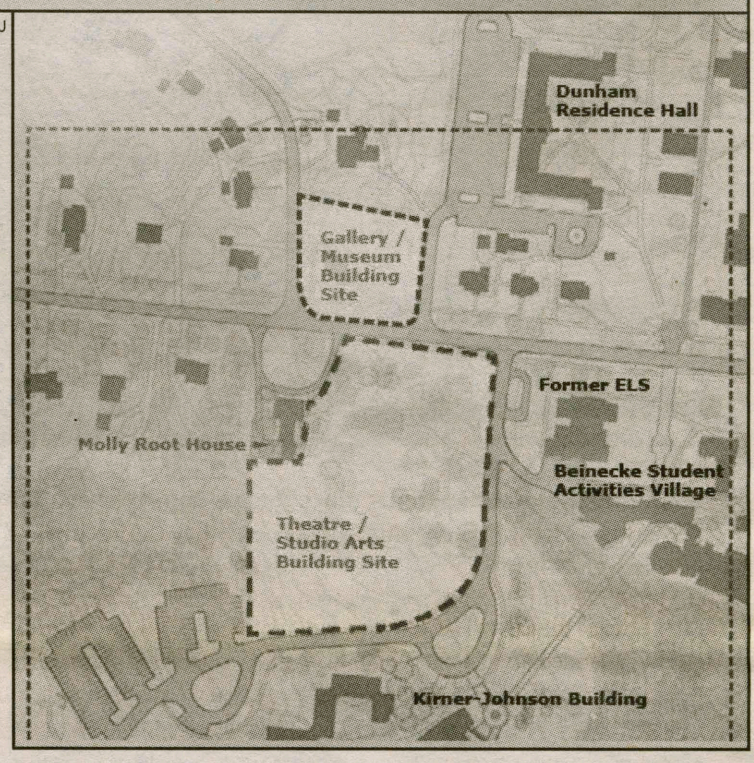
As everyone living in or near Dunham Residence Hall has noticed, construction for the Ruth and Elmer Wellin Museum of Art is well under way. The museum, funded largely by the gift of Wendy and Keith Wellin, will be complete by the first week of August 2012. At $10 million, the Wellin gift constitutes the second-largest donation in the College's history.

"This facility is an important component of our arts initiative," said Leonard C. Ferguson Professor of Music Sam Pellman. "It will be a critical resource for educating future generations of Hamilton students to be creative thinkers and visually literate citizens."

Steve Bellona, associate vice president for facilities & planning, noted that construction is on schedule and running smoothly. The construction crews first broke ground on June 7, when they demolished the former philosophy building.

Bellona noted that at this point they "have excavated to basement level and are currently installing forms for the foundation walls along the west side of the new building. Footings for the north side of the building and portions of the museum's east side are complete and installation of reinforcing bar for the foundation walls is in progress. Twenty-four geothermal wells and the elevator casing have also been installed." Additionally, Bellona expects to pour concrete for the foundation walls for the west side gallery by the end of the week.

According to Bellona, the main gallery for the museum will be the west side by Griffin Road, consisting of 5,200 square feet dedicated to traveling shows or student art work. The center section—two stories of glass casework—will be the centerpiece. A 42-seat classroom is located over the main entrance on the second floor, and a lounge is located over the north entrance. The latter overlooks a sculpture courtyard, between the museum and Saunders Residence Hall. The museum will also include an open archive and work space for preparatory work on the first floor and a closed archive and offices for the museum staff on the second floor.



Once completed, the museum will contain an estimated 65,000 square feet for arts education. An artist's rendering of the museum, full floor plans and a link to the webcam may be found on the Hamilton website.

NESCAC NEWS

AMHERST BATES BOWDOIN COLBY CONNECTICUT COLLEGE MIDDLEBURY TRINITY TUFTS WESLEYAN WILLIAMS

by Min Sohn '15
News Contributor

Tufts University: Smallest electrical motor developed

According to *Guinness World Records*, the smallest electrical motor ever created was 200 nanometers. This record was shattered on Sept. 4 when a Tufts research team reported results on its development of the first single-molecule electric motor, only one nanometer across.

Single-molecule motors are nothing new in the world of science, but until now, scientists have had to use chemicals or light to power these small motors.

Tufts research team leader Charles Sykes, associate professor of chemistry, explained that being able to isolate one molecule and power electricity to it with a scanning tunneling microscope is a significant step up compared to using chemicals and light which cannot provide the same level of precision.

Sykes' little motor is a butyl methyl sulfide molecule—made up of a sulfur atom center and two arms of carbon. The metal tip of their microscope provides a charge to the center of the molecule, and as the molecule rotates, the carbon arms can act as pegs of a cog and rotate other molecules.

Without significant breakthroughs in practicality, however, it will take some time before scientists begin to realize the applications of these microscopic motors. For the experiments, the temperature surrounding the molecules had to be reduced to 5 Kelvin—minus 450 degrees Fahrenheit—because the motor simply spun too quickly for data collection to be possible.

Sykes' team is ready for the challenge as they aim "'to understand the interactions and improve the motion.'"

Swarthmore College: Study reveals major gender bias

Since 2001, Swarthmore has kept track of the gender breakdown in the majors and minors of every graduating class. A recently released study revealed that more than seven out of every 10 Swarthmore graduates with degrees in computer science, engineering, philosophy and physics were male. In addition, over 75 percent of the students majoring in modern languages, art history and art were women. This gender polarization in majors reflects a national trend and is not simply a Swarthmore phenomenon.

Across the United States, only 12 percent of computer science majors, 20 percent of engineering majors and 25 percent of physics majors are women. In keeping with the national pattern, Swarthmore's computer science major is also the most polarized, and the department's tenure-track faculty—which is 50 percent female—continues to aggressively recruit and retain female students. A monthly "Women in Computer Science" luncheon hosted by the female faculty, marketing introduction to computer science courses to freshmen and changing the primary programming language to the more beginner-friendly Python are just a number of strategies employed by a department desperately seeking female recruits.

Lisa Meeden, professor of computer science, told the *Daily Gazette* "the real problem is the lack of exposure high school students have to computer science." As a result, many students maintain stereotypical misconceptions of the area. In a discipline whose female membership has decreased nationally by more than 50 percent since 2000, Swarthmore's computer science professors remain focused and hope to "achieve gender parity some day."

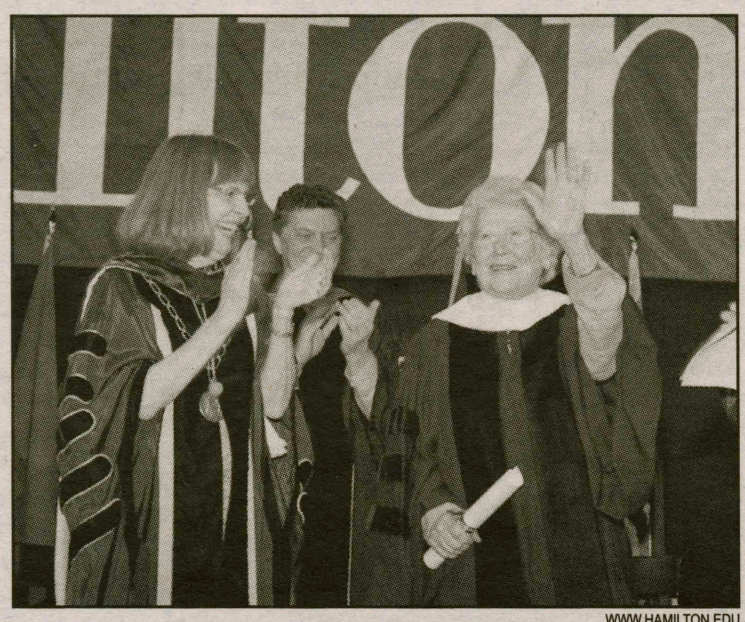
Couper acts as Hamilton matriarch for half-century

from ***Patsy Couper,*** *page 1*

Patsy Couper Grant out to lunch. "The young seem so brilliant these days," she said. As a student at Smith College and at the Latin American Institute in New York (where she studied bi-lingual secretarial courses), Couper wasn't always inclined to speak up. "It's awesome to me what students here say in class, because I'm so scared!"

Nevertheless, Couper is an enthusiastic learner. Having audited courses on Jane Austen, medieval and Renaissance history, opera and Shakespeare, she enjoys being in the academic setting. "I have no fear of going out feet first," she said. This semester, Couper and Ellie Wertimer (widow of the late Professor of Economics Sidney Wertimer) are taking James L. Ferguson Professor of History Maurice Isserman's "History of Hamilton College" class.

They're both walking history textbooks themselves, though. Couper, who still uses Dick's old email account and wears his watch, maintains close ties with the administration and faculty, as well as the Communications and Development office. She is also an avid supporter of the arts at Hamilton, having attended almost every classical music concert on campus since around the time of her husband's death. And in a request that was something like good-humored blackmail, Couper told Senior Associate Dean of Students for Strategic Initiatives Meredith Bonham that she would not put up with having to park far away from Wellin, especially in the winter. Bonham granted her rather liberal parking privileges in response.



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Patsy Couper received an honorary degree from Hamilton during the 2011 Commencement proceedings.

It's a sign that the administration will do anything for Couper, who, beneath her demure exterior, has a spunky side. She is adamantly opposed to the possibility of hydrofracking near campus ("I cannot have Hamilton ruined," she said), and she will defend her friends —like President Stewart—to the death.

"I cannot imagine a better president," Couper said. "I really deplore some of what students have said about her—it hurts me."

On April 5, 2010 (two days after Couper's birthday), Stewart and Vice President for Communications and Development Dick Tantillo took her out to lunch, where they asked her if she would accept the honorary degree. "With that, tears were streaming down my face," she recalled. "I have been in another world since then."

Couper is modest about her influence on the College, attributing it to her husband's legacy and to her admiration for students. She remembers reading *The New York Times* in the Burke Browsing Room once a few years ago and overhearing a tour guide tell his group a list of rules. "He said, 'Number one: you must smile.' I couldn't believe it—he had everyone in such a happy frame of mind."

Though she and Dick spent some of their years together in Albany, New York City and Princeton, N.J., they returned to Hamilton in 1990 for their retirement. The friendships Patsy has since made keep her close to home.

"My life is people," she said. "What a climax to an already idyllic life!"

Student Assembly Update

by Eve Denton '12
News Writer

Student Assembly Agendas

The Sept. 5 Student Assembly meeting was full of ideas for bettering Student Assembly's role on campus. The discussion began with a note that the Student Assembly agendas being sent to the campus are not detailed enough. Their initial purpose was to make the meetings more transparent to the rest of campus. The president stated that because the school year is still getting off to a start, the agenda has not been completely filled in, however, anything specific, such as a resolution or speaker, will always be announced to the campus.

Invitational Emails

To help further outside involvement in Student Assembly, the group is also considering targeting specific individuals with invitations to attend various meetings. Ideas included sending personalized emails to random students inviting them to meetings, asking club leaders to attend meetings that might have topics pertaining to their clubs or asking specific questions of the student body that individuals can come to meetings to answer.

Hydrofracking Resolution

Student Assembly is also debating passing a resolution stating their views on hydrofracking. A member raised a concern about Student Assembly's involving itself in an issue that seems to relate more to national politics; however, other members felt that it is important to at least encourage an on-campus dialogue and possibly conduct a poll of student opinions on hydrofracking in the local area. The Assembly voted to continue discussions about this topic later in the semester.

Office Term Duration

A final contentious issue was a proposal by a member to consider changing the terms of president and vice president to fall through spring, which would bring them in line with the elections of the rest of the assembly. The member noted that the current system dissuades students who study abroad in their junior year from running. Those who are abroad in the fall must run their election from off-campus, while those who are gone in the spring are unable to serve as president or vice president. It would also possibly help to make elections for these positions more competitive. Student Assembly decided to continue this debate at a later date.

Sophomores leap into career plans with JumpStart! program

by Alexandra Orlov '13
News Contributor

Though most Hamilton students are snoozing soundly on a Saturday at 8:45 a.m., 47 sophomores sacrificed some zzz's on Sept. 3 to participate in a new Career Center program called JumpStart! The conference-style event, held at Hotel Utica from 9 a.m. to 6 p.m., sought to inspire sophomores to identify career interests and follow their passions while on the Hill and also beyond Hamilton.

"I remember a faculty member laughing at me," said Leslie Bell, Career Center associate director. "Fifty sophomores doing career-related activities on a Saturday?!" Nevertheless, the interest level in the program was a pleasant surprise for the Career Center, which had a JumpStart! waiting list after only one round of publicity.

Wanting to simulate a professional environment, the Career Center decided to host JumpStart! at Hotel Utica. Sophomores applied for the program by submitting a resume rough draft to HamNET, Hamilton's database of on-campus and post-grad job and internship listings.

During one JumpStart! interactive session, Career Center staff and peer counselors helped each student hone his or her resume on the spot. Students also completed an interest and skills assessment in a morning session. Informational sessions touched upon topics including major selection, preparation for career-related experience and available support on campus.

"We love sophomores!"said Career Center Executive Director Mary McLean Evans '82. By considering interests and job paths prior to senior year, underclass students have more time to identify and develop skills and gain exposure to work environments through career-related experiences.

JumpStart! was an ideal program for sophomores like John Boudreau '14, who participated because he meant to learn about the Career Center's resources but kept putting it off. "Also, my parents made me!"

Regardless of motivation for attendance, Boudreau and other students found the speakers and activities informational and enjoyable. Alana Christopher '14 particularly enjoyed the keynote speaker, Melissa Kong '08, who spoke about transitioning successfully from Hamilton to the workforce and living her passion for psychology and writing. Christopher lunched with Kong and relished the chance to ask questions about Kong's college experiences.

Open conversation flowed continuously throughout the day. "There was a lot of opportunity for students to get questions answered," said Bell. Echoing this sentiment, Christopher said she "liked talking to upperclassmen about the internships and CRE [Career-Related Experience] that they were able to have during their time at Hamilton."

On what to include for next year's Sophomore JumpStart!, Bell immediately said "Coffee!" 8:45 a.m. is an intimidating time for uncaffeinated college students, but the early bird catches the worm.

9/11 remembered

from ***Sept. 11,*** *page 1*

this is what you do, and this is where you can all find some comfort. And we didn't have him, which was hard."

This Sunday marks the 10th anniversary of the attacks, which means that students, faculty and administrators will be taking some time to look back on how they dealt with the commotion and turmoil of that day.

For administrators in particular, 9/11 tested the College's emergency response system, when dealing with the students living in NYC. The situation was not unlike what happened last week with Hurricane Irene; in both cases, students were evacuated and temporarily brought back to campus. The difference? Today Hamilton is more efficient at mobilizing in the event of a national disaster. Thompson and Bonham said that both 9/11 and the Virginia Tech shootings of 2007, among other things, prompted the College to develop a better system and make use of advanced technologies like Reverse 911. Bonham chairs the Hamilton Emergency Response Team (HERT), which is modeled on the same system that police agencies use. Each

see ***Sept. 11,*** *page 7*

CORRECTION

We would like to correct our characterization of Professor Eugene Domack's arguments regarding hydrofracking that were published in last week's article entitled "Faculty, staff letter raises concerns about hydrofracking near Hamilton." Although we said that he argued that opposition to hydrofracking is socially irresponsible, this was an incorrect summary of his views. Rather, Professor Domack argues that ignoring the broader social issues related to the use of hydrofracking is irresponsible.

Faculty meetings devoid of student voice

Despite the shroud of mystery surrounding monthly faculty meetings, most Hamilton students remain disinterested in the proceedings. This apathy was challenged last April when *The Spectator* ran an article detailing the faculty's decision to observe Martin Luther King, Jr. Day. This affected the starting date of spring semester, as well as the date of Class and Charter Day, and many students were dismayed and insulted that they were not consulted. Unfortunately, this increased awareness has not endured. During the first faculty meeting of the year this past Tuesday, the Editor-in-Chief of *The Spectator* was, as is typical, the only student in attendance.

The weak presence of Hamilton students at their professors' meetings reveals a concerning disconnect between educators and pupils. A large factor contributing to the lack of student presence is ignorance; many students probably do not know that the faculty meeting schedule is in the online Events Calendar, or that they are fully entitled to attend said meetings. In addition, there is no incentive for students to become informed, because they may only speak if called upon and may not vote.

However, there are still several modes of representation that students can pursue. According to Dean of Faculty Patrick Reynolds, students have been invited to meetings to give special presentations, but representation is not a regular provision. He does point out that students have been represented on several faculty committees; there are currently seven elective and standing committees with student members. However, there are eight others without such representation, some of which, like the Committee on Academic Policy, warrant student input.

Upon comparing the policies at Hamilton with those of other NESCAC schools and institutions of a similar caliber, it appears that ensured representation of student voice at faculty meetings is the norm, although only College of the Holy Cross informed our staff that it offers students a vote. Amherst College Associate Dean of Faculty Frederick Griffiths says that student voice has been influential in various faculty decisions. Amherst limits attendance at faculty meetings to student members of central college committees, the editor of the student newspaper and senior officers of the Association of Amherst Students. Each of these students has full voice.

Wesleyan University, Williams College, Trinity College and Holy Cross also give students in attendance full voice, though only certain members of the student body may attend, such as those in student government or on standing committees. However, students at Trinity are at times asked to leave depending on the nature of the issue being discussed, such as issues regarding individual student statuses. At Holy Cross, students do have a vote; the 15 student government representatives from Holy Cross are allowed to contribute 14 votes on any issues not "considered strictly faculty concerns." Neither Bowdoin College nor Colby allow students a voice in faculty meetings, but Colby has implemented a standing committee structure that ensures student representation in important decisions. As at Hamilton, administrators at Colby note that students are likely unaware of the occurrence of monthly faculty meetings.

We believe that there is a correlation between regulations regarding student representation and actual student engagement at faculty meetings. Hamilton does stand out as one of the few schools that allows all students to attend faculty meetings, though we hardly take advantage of this right. Students at Hamilton need to be assured a representation of voice; this would encourage student involvement in the matters that affect them. The best way to do this is to provide detailed and timely notification of upcoming faculty meetings and agendas, and to introduce student representation on the Committee on Academic Policy and the Committee on Appointments. Although a student vote may be difficult to attain, students should at the very least be free to speak respectfully and of their own accord at faculty meetings.

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Letters to the Editor are welcome from all students, alumni/ae, faculty, friends of the college and Hamilton community members.

Nevertheless, *The Spectator* has the following policies for submission:

1. Submissions are due by 10:00 p.m. on the Monday before publication. The editors reserve the right to refuse any late submissions.
2. Letters should be no longer than 500 words. The editors reserve the right to cut off letters at 500 words.
3. Letters submitted anonymously will not be printed.
4. The Spectator reserves the right not to publish any letter it deems inappropriate for publication.
5. If a piece is determined to be libelous, an unwarranted invasion of privacy, or an unnecessary and/or unwarranted ad hominem or personal attack, it will not be published.

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FACE OFF: Should Hamilton serve more?

No, Hamilton's primary goal is to educate.

by Jeremy Adelman '13
OPINION CONTRIBUTOR

This year, *the Washington Monthly* placed Hamilton 73rd on the magazine's list of top liberal arts colleges, faulting us primarily for failure in the "service" portion of their criterion. However, I contend our ranking is more a badge of honor than a scarlet letter, for the concept of "service" is at best superfluous vis-à-vis the purpose of a college and is based entirely on a flawed pretence.

Though it seems passé, colleges exist for a single purpose: education. Indeed, the original paradigm of the College consisted entirely of lectures, with no sports teams, no clubs and no penchant for volunteerism. Today, the pendulum has swung far away from the original intent. Current students spend an average of only 27 hours per week on class work, about half that of their grandparents. It is time for colleges to return to their original purpose—that is, to expunge, rather than increase, focus on such superfluities as community service.

However, "service" is in many ways not simply superfluous but insidious, as it exacerbates two major socio-economic problems. The first is a poor allocation of human capital. The capitalist economic system, like it or not, is driven by for-profit corporations and technological progress—by promoting volunteerism in programs like the Peace Corps and Teach for America at supposed "elite" colleges, we are intentionally removing the best and the brightest from the economic mechanism that creates the very wealth which allows us to consider large scale altruism in the first place. The second is the phenomenon of perpetual adolescence. Even 50 years ago, adults were expected to be gainfully employed and in the process of establishing a family of their own. Today, 20-somethings are encouraged to "live their dreams" and "change the world" through volunteerism —noble, perhaps, but unsustainable. In an age when we expect to retire at 62 and live past 80, we already spend half of our lives in la dolce vita without further pushing back our entry into the "real world."

However, the intellectual class still insists on praising the virtue of volunteerism under the guise of "giving back." The concept of "giving back," though, assumes that we are in the first place privileged, the recipients of a magnanimous, if not wholly undue largesse. Nothing can be further from the case. Our parents paid for our childhood but left us on the hook for a whopping $200 trillion in unfunded entitlement liabilities, a figure far exceeding the sum cost of raising our generation to the cusp of adulthood. Our country leaves us with a collapsing education system, crumbling infrastructure and mountains of debt to boot.

In short, we owe our forefathers nothing because we stand to be the first generation since Aleric sacked Rome to live in a world worse than that of our parents. In order to buttress ourselves against this decline, we need not legions of altruistic do-gooders but innovators, inventors and entrepreneurs—that is, productive workers, both in government and the private sector. In fact, the best advice I have for a person who wants to "make the world a better place" is to get a job and create the wealth which allows for philanthropy. Though the editors of *the Washington Monthly* may disagree, time spent cracking the books is ultimately superior to time spent ladling soup, particularly for $53,470 a year.

Yes, service and education go hand-in-hand.

by Anderson Tuggle '14
OPINION EDITOR

Hamilton needs to do more to cultivate service and community outreach. Poor *Washington Monthly* ranking notwithstanding, this sentiment seems obvious to me. Of course, we have many successful service programs now (HAVOC, Alternative Spring Break, etc.), many alumni involve themselves in the world of community service, and, on the whole, Hamilton students are altruistic and thoughtful individuals. We even have a multitude of fundraising drives throughout the year and the annual Martin Luther King Jr. Service Day. But much more can be done to enhance our school's ethos as a place that produces "compassionate and confident leaders in the community," per the outlined goals of a Hamilton education.

To pull back for a moment, though, let's remind ourselves why service is important in the first place, particularly as liberal arts students and conscientious citizens. All clichés aside, one of the undoubted goals of the liberal arts education is to force students to break out of their comfortable, insular circles. It seems to me that this goal is best achieved, not by simply reading books by wise scholars, but by getting into the community of Utica, listening to and helping folks who have an existence dramatically different from our own. The most eye-opening experience I had at Hamilton last year involved me spending an evening canvassing voters in Rome with a man who had no college degree and was living paycheck-to-paycheck.

I am reminded of a commencement speech the late David Foster Wallace gave about the importance of developing social awareness from one's liberal arts degree. "The really important kind of freedom involves attention, and awareness, and discipline, and effort, and being able truly to care about other people and to sacrifice for them, over and over, in myriad petty little unsexy ways, every day," he said. Service to others helps put us in this outward mindset and, thus, the administration should encourage service as a defining element of the school.

So what can Hamilton do to make us more "community-minded?" For starters, we have to get creative with how we think about service. "Day of Service"-esque events are a great and necessary first step, but they treat service just another event, like a lecture or a club meeting. How about making goals to get more students to groups like the Peace Corps, Teach for America and City Year after college? How about incorporating service into more classes, like the economics course where students help low-income Utica residents file their taxes? How about providing scholarships for community service? Why not create some kind of service contest for all organizations that allows them to enhance the greater community in whatever way they feel fit?

Granted, I realize that these ideas might seem didactic and that mandated service is an oxymoron of sorts. The most important thing, however, is shaping an atmosphere where service is seen as the regular business of living. In the age of Facebook and the "Me generation," we forget that pain and suffering in our community requires concrete action; a hurting neighbor hurts us as well; the world does not cease to exist when I turn the other way. I do not know if making Hamilton a more "service-intensive" college will give us a better ranking or guarantee our graduates a higher salary, but I do know that a world of 1,812 people with a perpetual helping hand is a world I would rather live in.

Letters to the Editor

Re: PaperCut printing quotas

Upon returning from a three semester-long sojourn abroad I'm shocked to see that students must now incrementally pay for their right to use Hamilton's printers. Surely in the tens of thousands of dollars we discharge to Hamilton College every year there is enough to cover the cost of paper and ink. What is more, I fail to see the logic in implementing a policy that discourages students from pursuing scholarly goals, e.g., printing papers to edit with a pen, a technique roundly endorsed by writing center tutors as well as professors.

If Hamilton's finances are in such miserable condition that the administration feels it necessary to nickel and dime its students, why not hike tuition a little more next semester? After all, we could always use more flat screens.

Until then, I remain
Cordially,
Philip Maier

Re: Students visit Preswick Glen

Preswick Glen, a New Hartford retirement community, recently had several Hamilton students as guests. It was my pleasure, as a resident, to be a part of their visit, to learn of their hometowns, College majors, and personal interests in general. The residents participating then told of their hometowns, backgrounds and the preswick men of their World War II experience and years after of their professions or employment.

Following their lunch, some fruit and punch, some of them (4) and myself enjoyed playing Wii sports bowling. At age 92 and playing some three times per week, I'll let them tell you my scores!

We then walked a short distance to my most comfortable cottage with a wooded area and view behind! It was a great fun day for all attending residents, and I trust the students too! They were delightful!

Most Sincerely,
(Mrs. Jack C.) Theo C. Safferty

Thumbs Up	Thumbs Down	Who Cares?
Foam Party: Your electronics will break, your clothes will get wrecked and your contacts will melt in your eyes. Sounds more like a Bundy thing.	Overheard freshman quote of the week: "Do you know what jungle juice is?! Okay, so you take isopropyl alcohol…" I know Hamilton has an open curriculum, but you should probably take a chem class soon.	Danger Wank: Defined by Urban dictionary as "the act of extreme masturbation." Defined by me as "please stop telling us about your Saturday nights."
InterVarsity Christian Fellowship. We were going to make fun of your name, but you'd still probably beat our football team...	I don't care who you are or what you're running for. Gingers do not have souls.	Jersey Shore is back... but without Dave Eng, what's the point?
All-campus parties start this weekend: Something funny comparing fraternities that no one will get! Something sarcastic about Reslife. Apologetic comment about how metahumor isn't funny.	Dear Freshmen: You have the highest SAT scores in Hamilton history. Read a map and stop asking me where Milbank is.	Welcome to season 3 of Hamilton weather: "Wet and cold." We hope you enjoyed "Hot" and "Hot and Muggy." Coming soon: "Constant Blizzard."
		Rain Emergency? F*** that, my 3 a.m. McDonald's craving is the real emergency here.

by Andrew Robinson '12, Matt Seaman'12 and Michael Magaziner '14

Disclaimer: The opinions expressed in this column are purely of a satirical nature, and are not representative of the views of *The Spectator* editorial board.

HillFresh: More than just soap and water

by Sade Oyalowo '14
Features Editor

That's it—you're down to your very last pair of underwear, and you become overwhelmed with feelings of dread because either a) you'll have to go commando for the rest of the week or b) you'll actually have to do laundry, even though you have no time.

Luckily for Hamilton students, the Hill is adopting a new program that follows the example of other schools such as Colgate and Davidson: laundry services. Launching this fall, HillFresh, a new student-run laundry business, will provide laundry and dry cleaning services to the Hamilton College community. They will offer two pickup and drop off options each week for students living in both on- and off-campus housing.

Jeremy Young '12, president and CEO of HillFresh, explained his reasoning behind starting this new business. "I don't especially enjoy doing laundry, and a lot of Hamilton students can relate," he said. "As a freshman, I was surprised to find that Hamilton did not have a laundry service after hearing about such services from my friends attending rival liberal arts colleges...HillFresh was designed to penetrate that untapped market at Hamilton."

The other co-founders of HillFresh, Geoff Ayers '11 (Chief Financial Officer), Faton Begolli '13 (Chief Operating Officer), Matt Nudell '11 (Chief Marketing Officer) and Jack Dunn '12 (Vice President of Public Relations), also expressed their excitement for Hamilton's first student laundry service. Dunn remarked, "What we are doing with HillFresh has never been done in Hamilton's history—this is part of what makes working on HillFresh so exciting! We are treading completely new ground with our student-established and student-run company."

Throughout the entire process of creating HillFresh, there were definite obstacles and challenges, some involving the administration. Since there isn't a precedent for starting a student-run, for-profit business that serves the Hamilton community, Young had to sign a series of contracts to make sure he did not violate any rules, regulations or laws in creating HillFresh.

One of the many reasons the administration was hesitant to give consent for HillFresh was due to a company that started last year on the Hill called Belltower Books. This business allowed students to sell and purchase books; however, some of these textbooks were stolen. Therefore, the administration was very cautious of the exploitation of Hamilton students. After purchasing sufficient insurance and supplying the business office with sample contracts to employ student laborers, HillFresh was given full authorization in the form of a contract that permits HillFresh Holdings, Inc. to operate on campus, signed by Karen Leach, Vice President of Administration and Finance.

While Young and the rest of his colleagues used their own funds to create HillFresh, Hamilton's Entrepreneur Club, or E Club, procured the environment for this newly developed and flourishing company. E Club is a forum for student entrepreneurs to discuss business ideas. The club's mission is to promote student entrepreneurship on the Hill. During the fall of 2010, Young brought his idea to E Club and received feedback on how to execute the business. The following semester, Ayers, Begolli, Nudell and Dunn, all members of the E Club, joined and collaborated with Young to co-found HillFresh. Recently, Morgan Markman '14 has joined HillFresh as Vice President of Marketing. Once HillFresh reaches its goals financially, it intends to donate to the E Club to support future student entrepreneurs.

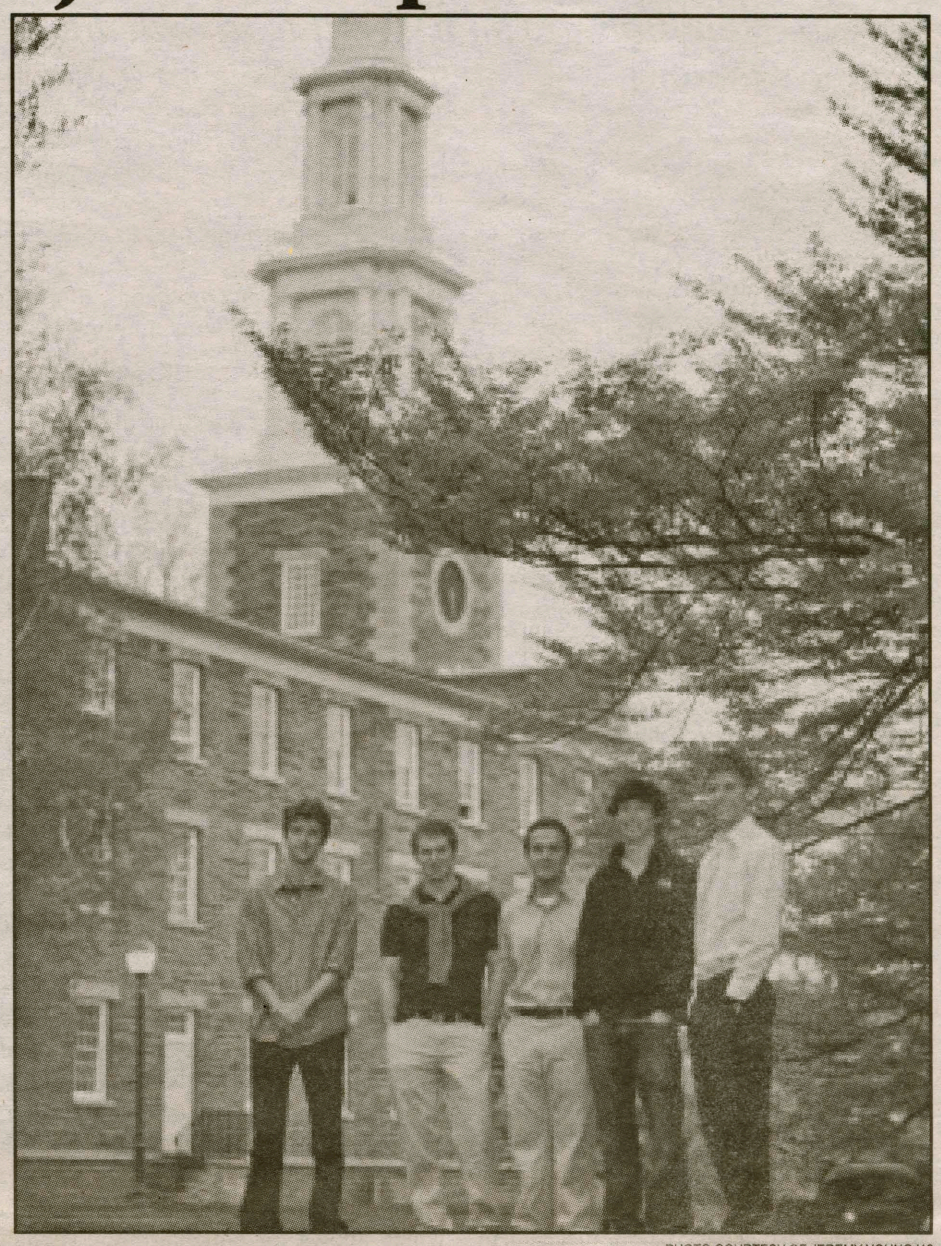


PHOTO COURTESY OF JEREMY YOUNG '12

This group of students hopes to inspire other students to affect the campus through creative new projects. "It's been a unique and amazing experience in establishing HillFresh," Dunn said. "We feel that we have a great story in the birth and growth of HillFresh that needs to be told. [HillFresh is] a great way to inspire the campus, new students and professors with the energy and enthusiasm we've felt and gained from this process." *For more information about HillFresh, you can go to www.hillfreshlaundry.com.*

FROM WHERE I SIT
HAMILTON'S INTERNATIONAL PERSPECTIVES

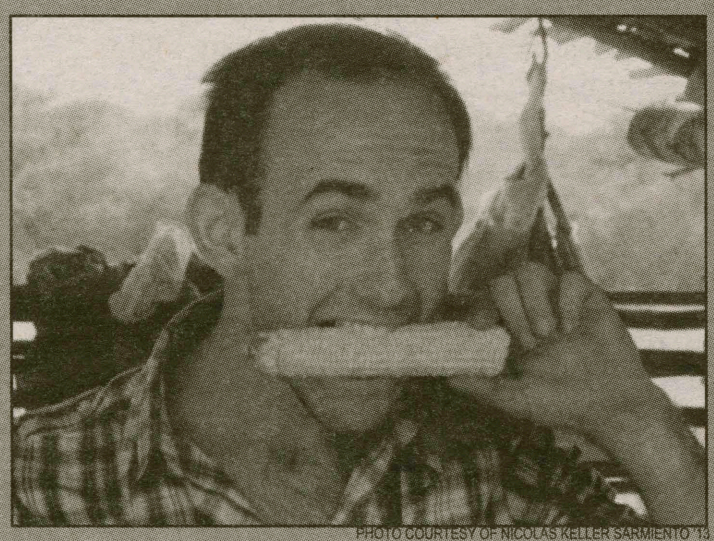


PHOTO COURTESY OF NICOLAS KELLER SARMIENTO '13

by Nicolas Keller Sarmiento '13
Features Contributor

Ever since I arrived back on the Hill, people have been asking me how my summer was. "It was winter," I would respond instinctively and proceed to outline the joys of winter in Buenos Aires.

Orientation Leader training marked the beginning of my third year at Hamilton College, the little liberal arts institute in upstate New York I've learned to call home. For the past two years, the work has been tough and the snow season even tougher, but the welcoming feel and the friendly faces kept me snug and cheerful. Being an Orientation Leader was a great opportunity to welcome the incoming class, learn helpful leadership tactics and see the Hill at its best. Being an Orientation Leader was extremely fun and an opportunity that I would recommend to everyone, but what made it an even more memorable experience were my orientation "kids": the internationals.

As (one of) the International Orientation Leaders, my task was to welcome and assist the incoming internationals —who hail from six different continents— to Hamilton College. Most people don't really know what is done during international orientation. It's quite simple really. Two or three International Orientation Leaders are assigned to help out, and we simply take care of issues that most American students don't have to worry about, be it getting a phone, a trip to Target or a social security number. Students come from many different backgrounds. Some have never left their native country; others might have not ever been on a plane before.

For most of them, Clinton is their first impression of United States. Sounds crazy, right? This is why I think it's absolutely vital to welcome all the students with open arms and Hamilton smiles (though I brush with Colgate). International students are usually extremely interesting people with as many lifetime stories as visas stamped in their passports. Spending a few days with them and showing them around Hamilton and the local community has been extremely rewarding for me.

Even though I am from Argentina, I didn't participate in 2009's International Orientation program. I had been working in New York City for Sony Pictures for four months before that and already had the basics (bank account, phone number, etc.). I remember the night before driving up to Hamilton, when I questioned why I was leaving my paid internship to come to college.

As I drove up the Hill, I remember the overly enthusiastic, caffeine-overloaded AA leaders screaming as my car sped by them; my face hidden behind my hands. Three years later, I found myself on the other side of the equation. There I was: working College Hill Road, screaming at the top of my lungs, waving a huge sign saying "Kollege."

I hope that this is enough to convince a few people to reach out and befriend international students. There are a handful of us who are quirky, like I am, but most of the internationals are cool cats. Take a chance. Step out of your comfort zone and ask an international student about their summer.

FYI, it was winter in the southern hemisphere.

From Where I Sit ***is a column dedicated to the international voices of Hamilton's campus. If you are an international student and are interested in contributing a column, contact Barbara Britt-Hysell (bbritthy@hamilton.edu).***

The effects of Sept. 11, ten years later on the Hill

from ***Sept. 11****, page 3*

person on the team has a clearly defined role in the greater emergency response algorithm. Mock drills occur on campus every once in a while to keep the team well-practiced.

"Back then it was really a lot of good people with very good intentions and wonderful capabilities who were jumping in and saying 'okay, here's what we need to do,' but it wasn't as systematized as it would be today," said Bonham. Now everyone knows his or her own role in the process, and as a result, it took the team just about an hour to implement the necessary steps to ensure students' safety.

To assuage students' anxiety that day, administrators put out coffee, snacks and TVs in various places on campus. Many students, though, retreated to the comforts of their dorm rooms and mulled over the constant media updates privately. Still, "we were able to support students in every possible way," said Bonham.

A substantial portion of the campus in 2001 had ties to the New York City area, as it still does today. Emily Tompsett '13 lost her father on 9/11, and says that on Sunday she will put out flags and go to Mass, as she usually does. "I'll try to go on with my day as usual, and remember my dad like I always do," she said. "He wouldn't have wanted me to do anything different." Other current students related their stories to *The Spectator*—a collection of those responses can be found on page 8.

Controversy in the classroom

While the emotional reverberations of 9/11 were overwhelming for many members of the Hamilton community, academic consequences also ensued in 2005, when Ward Churchill, author and political activist, was invited to speak on campus. Although the subject of his lecture was unrelated to 9/11, the thought of his presence on the Hill ignited controversy when some faculty members called attention to his commentary, "On the Justice of Roosting Chickens," which he wrote shortly after 9/11. In it, Churchill—an expert on American Indian rights—wrote that the thousands killed at the World Trade Center (whom he deemed "little Eichmanns") had had a role in American sanctions on Iraq, and that their resulting "penalty" was "effective."

Though this view was not entirely uncommon after 9/11, it quickly became taboo; many believed that Churchill's language was both grotesque and insensitive. The administration, in support of free speech, initially stood by its decision to host the lecture. But death threats aimed at the College soon forced President Joan Hinde Stewart to cancel his appearance.

Assistant Professor of Government Peter Cannavo said that the controversy "roiled the campus." He discussed the issue in his political theory class when it happened. "Because of what I saw as his extremely provocative and offensive comments on the 9/11 victims, I was personally against bringing Ward Churchill to campus, something on which I differed with a number of colleagues with whom I usually agree," he said. "My students argued passionately and effectively on free speech grounds that Churchill should come and present his views. Despite my own position on the issue, I was moved by their commitment to free speech and civil liberties, especially at a time when the prevailing political climate might have pressured them to compromise these values."

Faculty members also had to reconsider how they handled discussions of extra-curricular issues in the classroom. On 9/11, most professors either cancelled class or offered to lend an ear to those who were scared or distressed; the tragedy wasn't something faculty could ignore.

While the College remains divided on the extent to which professors should stray from pre-planned coursework, "any discussion of politics or terrorism as a concept was secondary" on 9/11, noted Thompson. The basic human needs of that day superseded everything else.

Expanding horizons

The importance of 9/11 was also to awaken students' understanding of the Middle Eastern conflict. Professor of History Shoshana Keller said that before the new millennium, Hamilton offered a meager selection of courses related to that area. In the late 1990s, there was instruction in modern Hebrew under the Critical Languages program, but no regular Arabic. A professor of philosophy, the late Russell Blackwood taught courses in Islamic thought. Keller began teaching a basic survey of modern Middle Eastern history in 1997, but it took her four years to generate excitement about the course.

"I think enrollments were small in part because students were hesitant to study an area totally new to them, and in part because they saw no particular reason to care," Keller said. "Then in the spring of 2002, my enrollment suddenly doubled in size and has doubled again since." She thinks the dramatic increase is in part due to 9/11.

Josh Yates, University of Pennsylvania '14, transferred from Hamilton this fall because the College doesn't have a Middle Eastern Studies program. He had decided that he wanted to pursue that path, so he decided to switch schools.

"What frustrates me is that the foundation for the program is there: interest, courses, students, practicality," he said.

"If anything, I'd argue Arabic is as practical as Mandarin Chinese, a language often touted for its practicality. [Hamilton] has been nationally recognized for its economics, history and government departments among others, and a Middle Eastern Studies department would form a symbiotic relationship with these areas of study."

Though most members of the Hamilton community were safe on the Hill when the attacks occurred, the tragic events of Sept. 11 showed that we are not as isolated as we may seem. The administration, faculty and students have come together over the course of the last decade to unite in the name of safety and support, academic integrity and growth as well as our shared humanity.

Ways that Hamilton is Commemorating Sept. 11

4 pm -- Chapel Service
Will include music by the Chapel Choir and Roxanne Bellamy Campbell, adjunct chaplain for Multicultural Communities. A commemorative video of some of the images of 9/11 accompanied by the song "I Wish We'd All Been Ready."

6 pm -- Candlelight Vigil Service
Meet at KJ Commons
Members of the College Choir and various a cappella groups will help lead singing, under the leadership of Gabe Mollica '14
Silent march to the chapel steps
Some reflections and music from the chapel steps
Written reflections written on a "memorial wall" by the chapel steps, including naming the three Hamilton alums who died on September 11, 2001.
Songs will include: The National Anthem, God Bless America and America the Beautiful

Scan this QR Code or go to http://www.hamilton.edu/emergency-planning-and-procedures/emergency-planning-and-procedures to view the complete list of emergency procedures.

HEAG's Corner: Downfalls of selective breeding

by Adriana Fracchia '14
HEAG MEMBER

This is part of a series of articles that will be published intermittently throughout the year. These articles are meant to educate students about environmental issues that happens both on and off campus. They are written by HEAG members, but do not represent the opinions of the entire organization.

From 1950-1999 the amount of calcium per average green bean dropped by 43 percent. Back in the day, our parents could eat a few green beans and get around 10 percent of their recommended calcium intake, meaning thattoday we'd have to eat almost twice the amount of green beans to get the same benefit. To fix this, you could switch to a different veggie, but it's more than probable that many other vegetables have recently lost large amounts of nutritional value as well. A study in 2004 at the University of Texas at Austin analyzed USDA data during this time frame and found harsh decreases in nutrients such as calcium, iron, riboflavin, phosphorus and ascorbic acid.

What has changed? The sun is the same, the water is the same. The reason for the decrease is selective breeding: As researchers try to create plants that maximize their productivity, they disregard other values in the actual vegetable. Transportation infrastructure has a lot to do with it as well, and the fertilizer and pesticides that are used might play a bigger role than expected.

"So? We can get kiwis and pomegranates every day of the year now while those stuck in the 1950s might have gone hungry. Who cares?" There is a lot of genuine truth to that statement, and, frankly, I'd rather pick a tomato up from a stand than off of a stalk; it is just that much easier.

But as we keep making life easier, bigger and better, here is evidence that we are, in fact, missing out on some of life's essential little things.

RECIPES.TERRA-ORGANIC.COM

9/11 Survey Results

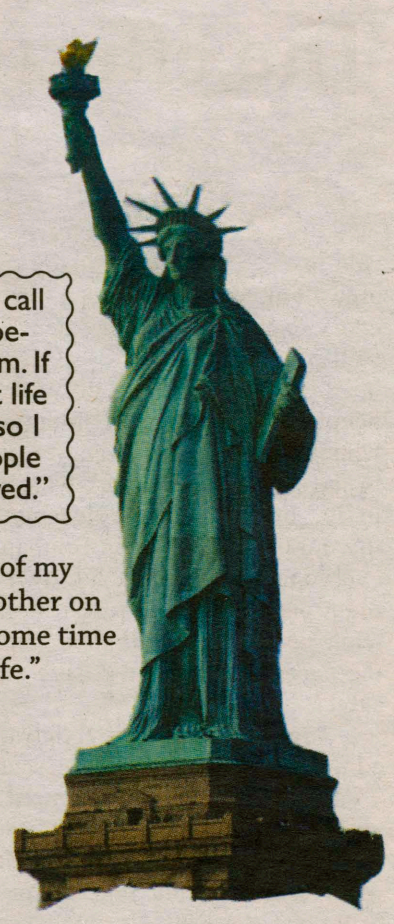
September 8, 2011

Your Thoughts on 9/11

One Decade Later

We sent out a survey to all students asking for your thoughts on 9/11 and how it affected Hamilton, your life and the nation as a whole. We were extremely pleased by the wealth of responses we received; your careful articulation of your experiences with 9/11 (despite that we were all so young) is evidence that this is an important topic in students' minds.

"I always try to recognize the day by at least wearing red, white, and blue and praying for the victims, their families, and those who fight in the name of the innocent people killed on 9/11. Keeping the date in mind and at least being respectful and realizing how different that day is from any other day of the year is the least we can do."



How will you observe 9/11?

"I'm going to call my mom."

"On 9/11 I always make sure to call my family and check in, and especially to tell them that I love them. If 9/11 taught us anything, it is that life is precious and can be fleeting, so I always make sure to let the people in my life know that they are loved."

"I think I'll remember the day in silent reflection."

"I always talk to one of my friends who lost his mother on 9/11, and I also spend some time reflecting on my life."

"I was going to take some time out of my day to remember that day and have a moment of silence."

"Say a prayer, sing a song."

"As much as I sometimes feel that people do not do enough to commemorate 9/11 or set aside time to remember those lost, I understand that time passes and wounds heal; people move on. It is strange however, having experienced 9/11 from a personal standpoint, and seeing it reduced to compulsory patriotism. I'm not saying that people aren't doing the right thing, it's just odd that what is so personal to me and my family can be so anonymous to others."

"I know little about what ways Hamilton was impacted by the event (alumni, family of students, etc.), but personally an understated commemoration is all that is necessary - such a profound event does not require a flashy ceremony to impact a community, everyone has their own memories tied to that day and the name itself bring back distinct feelings and memories."

"I think the bigger deal we make out of it, the more we get stuck on it. I personally have a lot of friends with birthdays on September 11th, and I feel that they often get under-celebrated because of the significance of the day. A moment of silence is fine, but I'd rather celebrate life than dwell on death."

"I don't think a huge commemoration is necessary. All my life we have simply observed a moment of silence on 9/11 and for me that moment of remembrance has been enough. In that moment where an entire room, auditorium, etc. is simply quiet and you know everyone is thinking the same thoughts that is a great sense of unity and power."

Are we doing enough on campus?

"Absolutely not."

"I have strong feelings for a Middle Eastern studies program at Hamilton. I think that nationwide there is a lot of cultural misunderstanding as far as the Middle East goes."

"Knowledge is the best way to fight prejudice and I feel strongly that there is a stigma against the Middle East. As an establishment that takes pride in the power of learning Hamilton should considering expanding into that area."

"I feel like there should be a Middle Eastern studies program regardless of 9/11. Its a powerful region and deserves its own concentration."

Debate over Middle Eastern Studies Program

Students' Personal Experiences with 9/11

"My Auntie Jane, born Jane Louise Simpkin, was aboard the plane that struck the South Tower."

"Ever since 9/11, I've had trouble falling asleep at night due to nervous tics I developed when I witnessed the planes crashing into the towers from the beach I was surfing at. That image will be in my mind forever, knowing how many people died right at that moment. Its a terrible, helpless feeling."

"That August, before 9/11, my mom took me and my brothers to see the view from the top of the world trade center. It was a fantastic view."

"Personally I was affected, because my father worked around Times Square, and at the time I didn't understand the difference. I thought he died for a while."

"I am from New York City and my father worked a half a block away from Ground Zero. The three hours when I didn't know that he was okay were some of the scariest of my life. I also have friends who lost loved ones on 9/11, so consoling them was a priority on 9/12."

"My uncle was missing for 3 days while he helped the search for bodies at Ground Zero."

"School just started that year so it was only half days. I was the first one to leave. I had no idea what was going on. I was just happy to get out of school. When my uncle took us to my grandmother's house he had a camera set up in one of the bedrooms- videotaping it. I watched the towers crumble down from the bedroom window. I know I was young but that's a picture I'll never forget as hard as I try to."

Anderson appears again, duo wows

by Diana Jordan '14
Arts And Entertainment Contributor

Last Thursday night, CAB kicked off the Acoustic Coffeehouse Series with duo Hannah and Maggie and the much-loved, returning solo act Danielle Ate The Sandwich.

Loyal fans and curious listeners alike gathered in the Fillius Events Barn where they found hot Chai, cocoa, and Opus cookies waiting for them.

"I think my music is best kept in small venues, but I do want to be thought of as a great songwriter."
—Danielle "Ate The Sandwich" Anderson

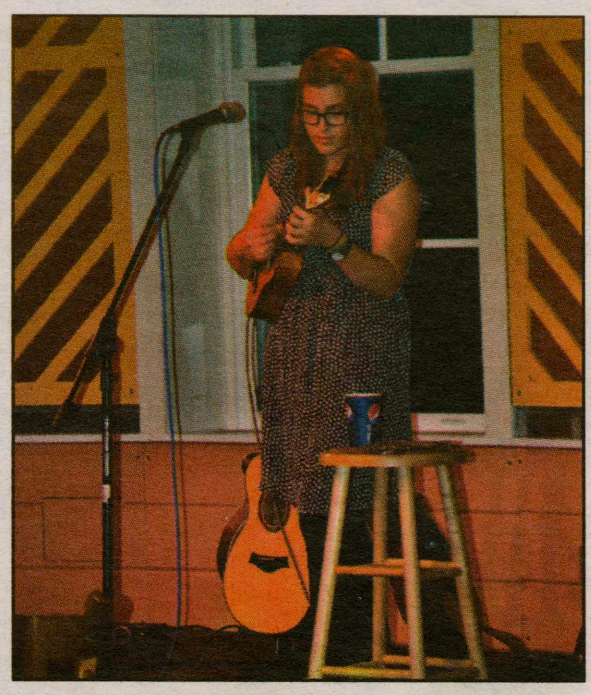
The opening act of the night, Hannah & Maggie, played a mix of songs from their album *Fine Without You* and incorporated songs by other songwriters into their set. This quirky folk duo, hailing from Smith College in Northampton, Mass., sounds like Corinne Bailey Rae meeting Sarah Silverman. Their sweet vocals and great harmonies put everyone at ease.

However, when they weren't busy singing or tuning their guitars, they loved to joke around. Their awkward humor ("Chapstick, anyone?") and silly stories, such as one about shocking a professor with a Rihanna cover, kept the audience from nodding off in between numbers. Together, they managed to rile up the audience before Danielle Anderson—who performs under the moniker Danielle Ate The Sandwich—walked on stage and pleasantly surprised everyone with her powerful voice.

Of course, last Thursday night, was not her first time playing at the College. She opened for Julie Peel during last year's Acoustic Coffeehouse Series and was so well-received that CAB invited her back this year as a headliner.

But for a one-woman show, Anderson packs quite the punch—not just in terms of her musical chops but also her wide-ranging lyrics.

In her album *Two Bedroom Apartment,* she seems to sing about whatever comes to her mind—from a love song that takes the difficult perspective of a pair of hot dogs to the more serious relationship between her mother and her grandfather, who died when her mother was only 17.



Danielle Anderson impressed the crowd with her tremendous voice and ukulele skills.

Anderson noted that she needs to write silly songs to prevent herself from becoming too serious. As to what her moniker means, it more or less plays into that exact vein of not taking herself too seriously; the name doesn't mean anything at all—Anderson just liked how it sounded.

Although she clearly seems at home during these small coffeehouse performances, Anderson admits to dreaming of something bigger.

"I think my music is best kept in small venues, but I do want to be thought of as a great songwriter," she said.

When asked about her monetary goals, Anderson remained as down-to-earth as ever.

"I mean, I want a lot, and I'd love a lot," she admitted, "but I don't need a lot."

PHOTOS BY FIONA HOFFMAN-HARLAND '13

Maggie Kraus, at left, of the folk/rock duo Hannah and Maggie, captivated the audience with her voice while Hannah Hickok, at right, played the guitar and sang harmony.

The low-down on downloading

by Taylor Coe '13
Arts And Entertainment Editor

Pirates are everywhere.

I'm not talking about the fictional Jack Sparrow variety or even the pirates off the Somalian coast. I'm talking about the legions of media-based pirates, the seemingly anonymous millions of people who download illegally off of the Internet.

Everyone knows it's a crime and partly recognizes that severe punishment is out there somewhere—waiting in the wings as a nebulous, law-enforcing presence that may or may not materialize to deal out justice.

Hotspots of this media piracy, you might not be surprised to find out, are college campuses around the United States. The Recording Industry Association of America (RIAA) was quick to recognize this nearly a decade ago and has been on a storied, troubled witch-hunt for these college-age media pirates ever since.

If you're thinking that Hamilton students might somehow be an exception to this crackdown, a glance into recent Hamilton history could change your mind: Only seven years ago, three Hamilton students were sued by the RIAA for illegal file-sharing.

Upon receipt of subpoenas issued to the students, the College's legal counsel and a small group of administrators held individual meetings with the students. Vice President of Information Technology David Smallen was among those who helped explain to the students the meaning of the subpoenas.

The students also learned of the seriousness of the case; the suits brought upon file-sharers by the RIAA could cost defendants thousands of dollars in out-of-court settlements and even more money if brought to trial.

The students were instructed to contact their parents for legal counsel.

"My parents are going to kill me," said the first student upon first learning of the ramifications of his file-sharing, according to Smallen.

Of those three cases emerging from the College, none went to trial, and all were settled with the RIAA for undisclosed amounts of money. The students' names, for privacy reasons, were never released to the College community.

Although this story of the RIAA's power is shocking—a nearly unbelievable intrusion into the contained bubble that is Hamilton student life—similar suits from the RIAA are well within the realm of possibility and are still happening today at colleges around the country. And, as absurd as it sounds, the RIAA is never too far from accessing your hard drive.

So how does the RIAA catch students?

Despite the seeming anonymity provided by the Internet, the recording indus

*see **Downloading**, page 10*

WHCL CORNER

Faces for radio

by Ian Wayne '12
WHCL Senior Advisor

We all know the common saying, used at times by our elderly uncles, or unfriendly realtors: "Say pal, you've got a face for radio!"

I'm here to tell you, after six-odd semesters watching the mugs of WHCL disc jockeys come and go, that the saying sure does apply. No, no, wait—we're not all ugly. Sure, there is an ugly crew (of which the author is a principal member), but this has just been a ploy to keep you reading.

I'm really here to talk about why FM radio matters on a college campus such as this one, equipped with both zippy wireless internet and an arsenal of iHomes to ensure that no suite or single goes a waking second without noise. Surely FM radio is outdated in this golden age of digital media. So why WHCL?

First and foremost, we want it. And by "we," I don't mean your benevolent and mostly attractive WHCL Executive Board; I mean the group of more than 200 professors, students and community members who apply for shows each spring and fall semester. From 8 a.m. until after midnight, WHCL gives up the airwaves to whomever is willing to show up week after week with a clear mind.

Moreover, and more importantly, we're not a station that requires DJs to play anything in particular. From the moment your hour-long show begins, you decide the content. We have a diverse list to show for it: sports, foreign languages, campus news, jazz, funk, R&B, ambient, pop, metal, oldies and world music. WHCL gives DJs freedom that other college stations can't afford—that's why people keep coming back.

But what about you—the iPod guy, with the stocked digital music library and the strong sense that there's nothing on the air that's worth hearing? What about you—that is, everybody—who has never seen a radio or, for that matter, even owned one? To the latter: You're in luck. You'll never have to touch the damn contraption because you can stream WHCL online at whcl.org. To the former: Give it up, bub! Your musical taste isn't so holy, and odds are the Tuesday, 10 p.m. show is right up your alley.

The truth is, there's really no reason not to listen to WHCL—it's broadcasting live almost 24/7, and you'll be hard pressed to find a better way to learn what people on campus are listening to.

And if you don't like what you hear? Well, it's not so hard to turn off.

WHCL broadcasting for the fall semester is set to begin on Saturday, Sept. 17

Downloading at Hamilton takes an enormous dive

from ***Downloading,*** *page 9*

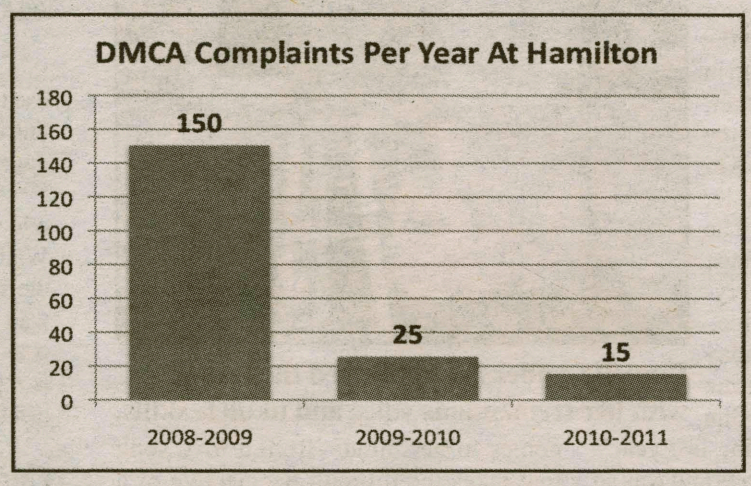
try never has too hard of a time tracking down individuals who are breaking copyright law. By tracking the IP addresses of computers that are using file-sharing software (such as the long-defunct Napster program or Limewire), the RIAA can figure out any given individual's Internet service provider (ISP) and file a complaint—either that, or issue one of those subpoenas to bring on a lawsuit.

With some form of digital proof in hand, the RIAA contacts the given ISP and alerts them to the copyright infringement on their network. Usually, the ISP contacts the individual and asks him or her to take down the shared music. Should that individual elect to not take down the music, the ISP is required to shut off his or her network connection.

Because the College is an ISP for students, staff and faculty, the RIAA contacts the school directly with any copyright complaints. Those complaints are handled by Ken Herold, the director of library information systems, who then contacts the offending student through email. (Unsurprisingly, there have not yet been any complaints directed at a member of either the faculty or staff.) Students have three opportunities to respond and take down the material before they lose their Internet connection.

"In almost all cases, students immediately responded," David Smallen explained.

The rights of the RIAA to pull these kind of maneuvers comes directly out of the Digital Millennium Copyright Act (DCMA), which was signed into effect by President Clinton in order to protect copyrights in the digital domain. This set of laws allows the RIAA to file all the lawsuits and complaints that it does.



ITS used to receive hundreds of complaints per year from the RIAA over the decade following the implementation of the DMCA, said Smallen. The College, however, has never had a student population addicted to downloading; a brief survey of statistics from other institutions show that the number of DCMA complaints received by an institution is usually proportional to the size of the school.

"Cornell receives thousands of complaints," Smallen pointed out, thanks to the university's larger student body.

The same is the case with Stanford University: According to the university's academic computing services website, Stanford received 1,200 complaints during the 2006-7 school year alone. The Ohio University—in response to a staggering number of DMCA complaints, averaging anywhere from 10 to 50 per day, according to the *Ohio University Outlook*—effectively shut down peer-to-peer capabilities for students on the network.

The number of DCMA complaints dropped at Hamilton—though not precipitously—in the wake of the litigation leveled on those three students seven years ago, though the number of complaints still lingered in the hundreds. Only in recent years have complaints really experienced a downturn. During the 2008-09 school year, the school received 150 DCMA complaints. The next academic year there were only 25. Last year there were 15.

What's the reason behind that sudden drop?

There is, of course, no easy answer. That nosedive is likely a result of several divergent influences. Firstly, it is safe to say that the downturn isn't simply due to students listening to less music.

Wary of the risks of peer-to-peer networks and other forms of illegal downloads—which might lead not only to RIAA lawsuits but to potentially destructive viruses and malware on their personal computers—one argument is that students might have turned to more traditional avenues of exchange: CDs, CD-R mix-tapes and hard drives with digital files.

Another angle is that students might have also turned to legal online sources, such as iTunes and Amazon, now that those digital music stores have become less expensive and more efficient.

In addition to those online stores, there are also streaming services like Spotify—which provides customers with a monthly payment plan that allows them to listen to all the music they want with the caveat that they do not own it.

Smallen theorized that the downtick in illegal downloads might be a direct result of the consumer mentality when it comes to technology. Those students who were sued by the RIAA seven years ago downloaded their music illegally because that method of procuring music was the most convenient, he explained. Today, they might have purchased that same music from the improved iTunes store or listened to it via Spotify.

> **"Technology, looked at from the consumer side, is all about convenience."**
> *—David Smallen, vice president of information technology services*

"Technology, looked at from the consumer side," explained Smallen, "is all about convenience."

A&E weekly schedule

Jazz Kick-Off Concert with Doc Woods

Tuesday, Sept. 13
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Fall Faculty Concert

Hamilton College music faculty presents a recital for voice, solo instruments and more!

Friday, Sept.9
8 p.m. - 10 p.m.
Wellin Hall

The concert is free and open to the public as well as the College community.

The Alloy Orchestra returns to Hamilton

Sunday, Sept. 11
2 p.m.
Bradford Auditorium
Kirner-Johnson

The Alloy Orchestra's visit this year will feature new scores to a mind-bending selection of early silent films by a variety of filmmakers including Edwin S. Porter, Hans Richter, Ferdinand Zecca, Winsor McCay (of *Gertie the Dinosaur* fame), Ladislas Starevitch and Robert Florey.

PHOTO COURTESY OF SCOTT MACDONALD

The Alloy Orchestra—Terry Donahue (accordion, musical saw, junk, vocals), Roger Miller (keyboards) and Ken Winokur (clarinet and junk percussion)—is world-renowned for its accompaniments to silent films. Roger Ebert has called them "the best in the world at accompanying silent film."

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Honor Court Vacancies

There are several vacancies on the Honor Court for this academic year. There are two vacancies in the class of 2012, one in the class of 2013, and one in the class of 2014. (The slot for the class of 2015 will be filled by Student Assembly's general election procedure.) The Court is a group of 7 elected students and 3 elected faculty members who hear and rule on cases of academic dishonesty. If you are interested in serving on the Court for this year, please prepare a brief paragraph detailing your interest and qualifications and forward it to me (tsrobert@hamilton.edu) by Friday, September 9th. I will pass it on to the current members of the Court who will select the new members. All members of a given class are eligible to serve on the Court, apart from students on academic or disciplinary probation or students who have been found responsible for a violation of the Honor Code. I will notify all candidates of the results of the election by Friday, September 16th.

Hamilton's student enforced Honor Code sets us apart from our peer institutions. Serving on the Court is a unique opportunity that only a handful of students get. I strongly encourage you to consider applying.

Please feel free to email me if you have any questions.

Tyler Roberts '12
Honor Court Chair

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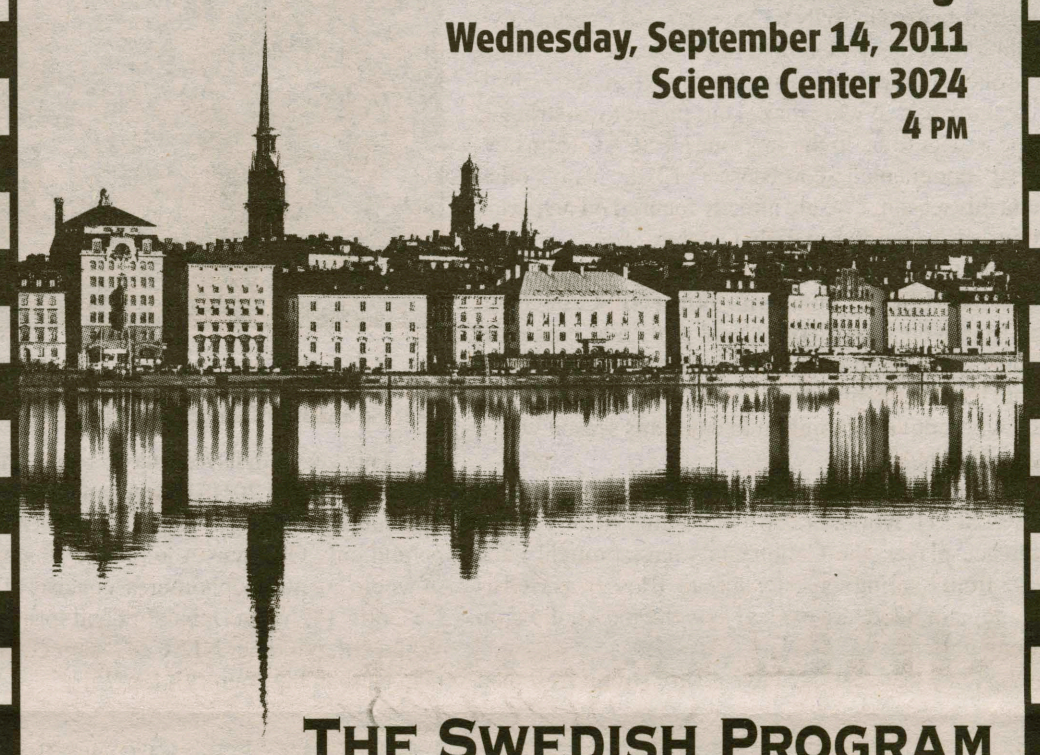

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Hamilton men's golf looks to bounce back in 2011, contend for NESCAC title

by Kendall Weir '12
Sports Editor

After failing to qualify for the NESCAC championship for the first time ever last season, the Hamilton men's golf team expects to bounce back with another strong first-year class of golfers.

Captain Greg Scott '14 has established himself as the leader of the Continentals, as he was selected to the 2011 Division-III PING All-American team and averaged 74.7 over the course of the 2010-11 season, including his season-low round of 67. That round helped the Hamilton men's golf team win SUNY Oswego's 2011 spring invitational to end the season on a high note, despite falling just strokes short of competing for the NESCAC crown.

"I think part of what makes our program so strong is that we expect to be in the top four NESCAC teams every year" commented Scott Blosser '12, the team's other captain this season. "We are already focused on preparing for this year's qualifier in early October."

Hamilton has consistently ranked within the top four teams of the NESCAC, along with former NESCAC champions Middlebury and Trinity and perennial contender Williams College. In 2011, dark horse Amherst College beat out the Continentals to make the NESCAC top four, which will motivate Hamilton to enter this season with a chip on its shoulder.

Despite losing four-year starter and former captain Brad Roche '11, who was also a three-time NESCAC all-conference player, the Continentals have brought back Blosser from a spring semester abroad. Blosser, as well as fellow captain Scott, are excited to welcome a solid crop of young golfers.

"Just like last year, we have a very strong freshman class with lots of talent," remarked Blosser. "We are a young team with a bright future, and I have had a great time getting to know the younger players both on and off the golf course."

PHOTO BY MIKE DOHERTY

Captain Greg Scott '14, who averaged 74.7 last season, is already playing well in 2011.

This year's first-year players have a tough act to follow; Hamilton's 2010-11 freshman class ranked second nationally in scoring average (78.07) in all of Division-III, behind only Gustavus Adolphus College. That class, all of whom are now sophomores, consists of Scott, Brandon De Graff '14, Julian Ophals '14 and spring addition Carter White '14. No other NESCAC team could boast a freshman class in the country's top-25.

The new members of the team include standout Bobby Hamill '15, as well as Dhanika De Silva '15, Conor Fox '15 and Mac Pivirotto '15. A consistent and always reliable Knute Gailor '13 rounds out this year's roster.

This past weekend the team competed in their first tournament of the season, hosting the University of Rochester, RPI and Manhattanville in the annual fall Hamilton Quadrangular. As expected, Scott starred over the weekend, finishing third overall with rounds of 76-71. He made the all-tournament team, unfortunately, the Continentals finished in third place behind RPI and Rochester. The Engineers finished with a lights out two-day total of 592. Hamilton shot 314 as a team at Kanon Valley Country Club on Saturday and managed to break 300 at the Skenandoa Club on Sunday, but RPI performed too well both days to be caught.

"After our first round at Kanon Valley it was clear that we all had a little bit of rust to shake off. Each of us left shots out on the course," remarked Scott. "It was great to see our team rebound and post 299 the second day."

Ophals, White and Hamill all fired rounds of 75 throughout the weekend, and De Graff and Blosser shot 78 and 79 on Sunday, respectively.

"We struggled in the first round but came back strong on Sunday. Hopefully we can build on that performance going into our next tournament; this is definitely the deepest team I have been a part of at Hamilton and I am excited for what's in store this season" said Blosser.

Commenting on the outlook for the rest of the season, Scott said, "Our biggest goal right now is to place in the top four in the NESCAC so we have the chance to qualify for NCAAs in the spring. Between Blosser's experience, Scott's dominance and the rest of the team's determination, the Continentals certainly has the potential to do so.

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Coach Nizzi anxious for new opponents

*from **M. Soccer,** page 16*

out," said Campagnano. "We can't go into games nervous; we just have to believe in our system and know we can beat anyone."

The flip side of this disadvantage, of course, is that Hamilton's NESCAC opponents will be equally unaware of their personnel, coaching and habits. "The problem is that they have to adjust for one game while we have to adjust for ten," said coach Nizzi.

To help overcome these foreseen difficulties, in preseason practices there has been a distinct focus on improving team defense.

"Defending as a team, not just as individuals, is going to be of utmost importance," said coach Nizzi. "Last year, we had a banner year scoring goals but we gave up too many. This season in the NESCAC, we are not going to see success if we give up too many goals." This focus entails a commitment to better conditioning, both in terms of on-field fitness and strength in the weight room.

A core group of defenders solidified by will be returning to the team this year, solidified by Weinerman. They will strive to work together to keep the pressure off goalkeeper Eric Boole '13, who last year recorded 72 saves and a .800 save percentage.

Offensively, the Continentials will again look to their two leading scorers from 2010, Campagnano and Anthony Balbao '13, each of who netted 20. Leo Nizzi '14, who had a team-high 8 assists and won Liberty League Rookie of the Year honors last year, will also look to light up the offense.

Said coach Nizzi, "Right now our biggest concern is in the midfield where we've had to make some adjustments and add some new players. But in the front and the back I feel we'll be very solid."

Expectations for the year may be hard to gauge considering that this is Hamilton's first year in the NESCAC. Last year's excellent record of 9-3-3 means little when they will be playing an entirely new set of teams.

"Going in as the new kid on the block we're just really focusing on getting ourselves in the playoffs," said coach Nizzi. "Once we're in the playoffs and established ourselves as a team that's going to be competitive in that conference, then we'll see how to move our goals from there."

"We have a skilled team ourselves, plenty of returning starters at every position as well as plenty of potential with our new guys" said Balbao. "I believe we have the ability to do well, and we will do so as long as we stay physically strong and focused every time we play."

Perhaps serving as extra motivation is that the winner of the NESCAC receives an automatic bid to the NCAA tournament – a right for which Hamilton will contend with Bowdoin, Williams and Middlebury, the top performers from last year. However, that possibility is still many weeks away. Hamilton's first NESCAC matchup will be on Sept. 10 at Trinity, who went 6-7-1 in 2010. The Continentals' regular season opener on Sept. 7 versus SUNY Oswego on Love Field will be a key opportunity to prepare for the upcoming NESCAC competition.

PHOTO BY KEVIN PRIOR '13

Brenna Corrigan '14 stands ready to return a serve in a game against SUNY Canton.

Volleyball sets sights on NESCAC success

*from **Volleyball,** page 16*

The tournament continued on Saturday; Hamilton dropped only one game to SUNY Canton en route to a 3-1 victory. As a result, Hamilton and Southern Vermont both entered the final tournament game unbeaten. While it was not a championship game in actuality, the match assumed the intensity and atmosphere of a tournament final.

At first, the Continentals struggled to return the powerful serves of Southern Vermont, who posted an impressive 15 service aces during the match. Still, Hamilton persevered in a match in which rallies were notoriously long and no points came easily. The back and forth match came down to the fifth game, in which Hamilton quickly went up 4-0 behind a couple of clutch kills from Amanda Cohen '13. Nuber, who finished the match with 13 kills, picked up where Cohen left off as the Continentals commanded the fifth game, winning 15-7.

"They were very competitive and showed us a lot of things we hadn't seen before," Cecelie Pikus '13 noted. "It took us a little while, but we adjusted and eventually pulled out a great win."

2011 is the second straight year in which Hamilton started the season with four non-conference victories. In 2010, the Continentals started 4-0 before dropping nine of ten matches against NESCAC foes.

> **"I think we have a great shot at making the NESCAC playoffs this year"**
> *—Cecelie Pikus '13*

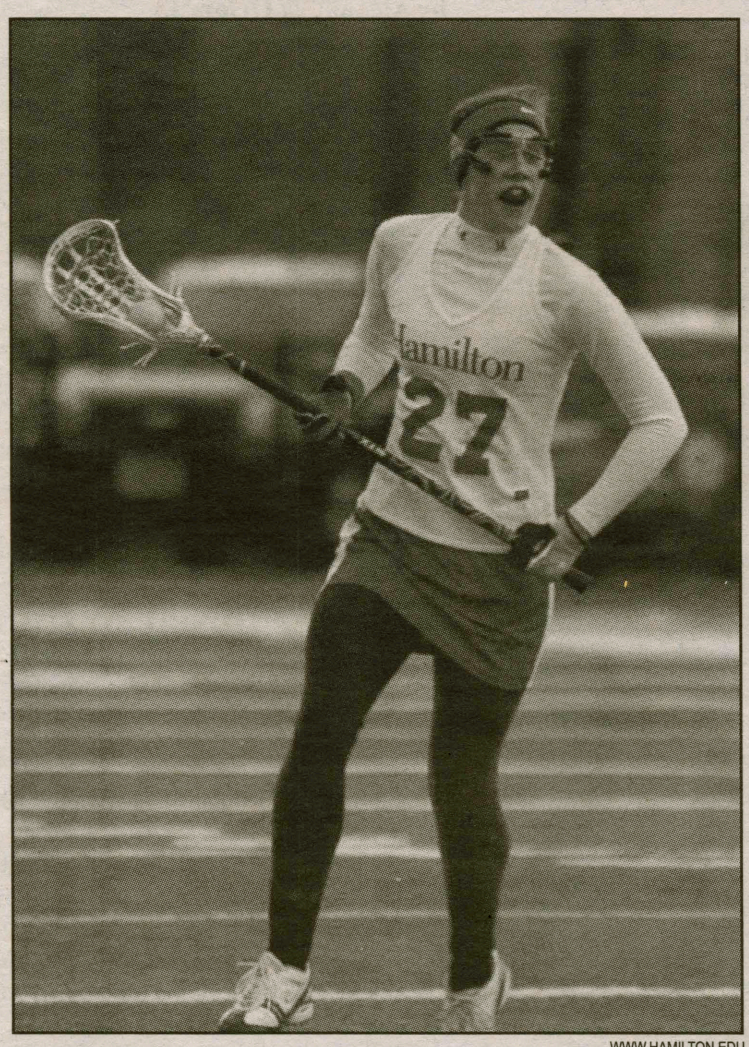
Captain Rachel Irizarry '12 is the lone senior, but by no means does Hamilton lack for experience or leadership. All but one major contributor returns from the successful 2010 campaign in which the program won 13 games for the first time since 1999.

"We're a young team," added Pikus, "but we have talent and depth at each position."

Based on the intensity and positive results from this weekend, it is clear that Coach Erin Glaser and the Hamilton players have no desire to be complacent with the relative success of 2010.

"I think we have a great shot at making the NESCAC playoffs this year," Pikus confidently asserted. McCareins put things another way. "[This weekend] was our first step in redefining our name and reputation in the NESCAC. I want to see us put a little fear in NESCAC teams that wasn't there before. I think this team can do that."

Time will tell, but the Hamilton Invitational proved that the potential for improvement in NESCAC play is clearly there.



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Rachel Friedman '13 led the team with 70 goals in 2010, ranking 25th in goals scored in all of Divison III.

Friedman and Pengue, friends on and off the field

*from **W. Lacrosse,** page 16*

when both girls attended Fairfield Warde High School in Fairfield, Conn. Pengue and Friedman have been lacrosse teammates since 2006.

Both girls have certainly come a long way from learning to throw and catch. Pengue was the ECAC Defensive Player of the Year, an All-American and ranked 11th nationally in caused turnovers per game. Since 1999, before which the statistic was not yet recorded, no other Hamilton player has topped her in that category, as she caused 51 turnovers (averaging 2.55 per game). She started all 20 games and also picked up 56 ground balls. Overall, the Continental defense allowed only 6.50 goals per game last season and their prowess ranked them fourth in overall scoring defense in NCAA Div. III.

As a midfielder, Friedman has also excelled for the Continentals by setting a team record of 70 goals last season. She was nominated to the Empire Region all-region first team in May. In Div. III, she ranked 25th in goals scored and 38th in points.

In the coming season, the team looks forward to playing in the highly competitive New England Small College Athletic Conference (NESCAC). Friedman said that playing NESCAC teams will be challenging, but worthwhile.

"I think playing tougher competition will ultimately make us a better team and a bigger threat in the postseason," Friedman said.

With Pengue, Friedman and a wealth of talent on the team, the NESCAC should eagerly anticipate Hamilton women's lacrosse debut next semester.

H SPECTATOR SPORTS
September 8, 2011

Volleyball team jumps into action, women go 4-0 in home tournament

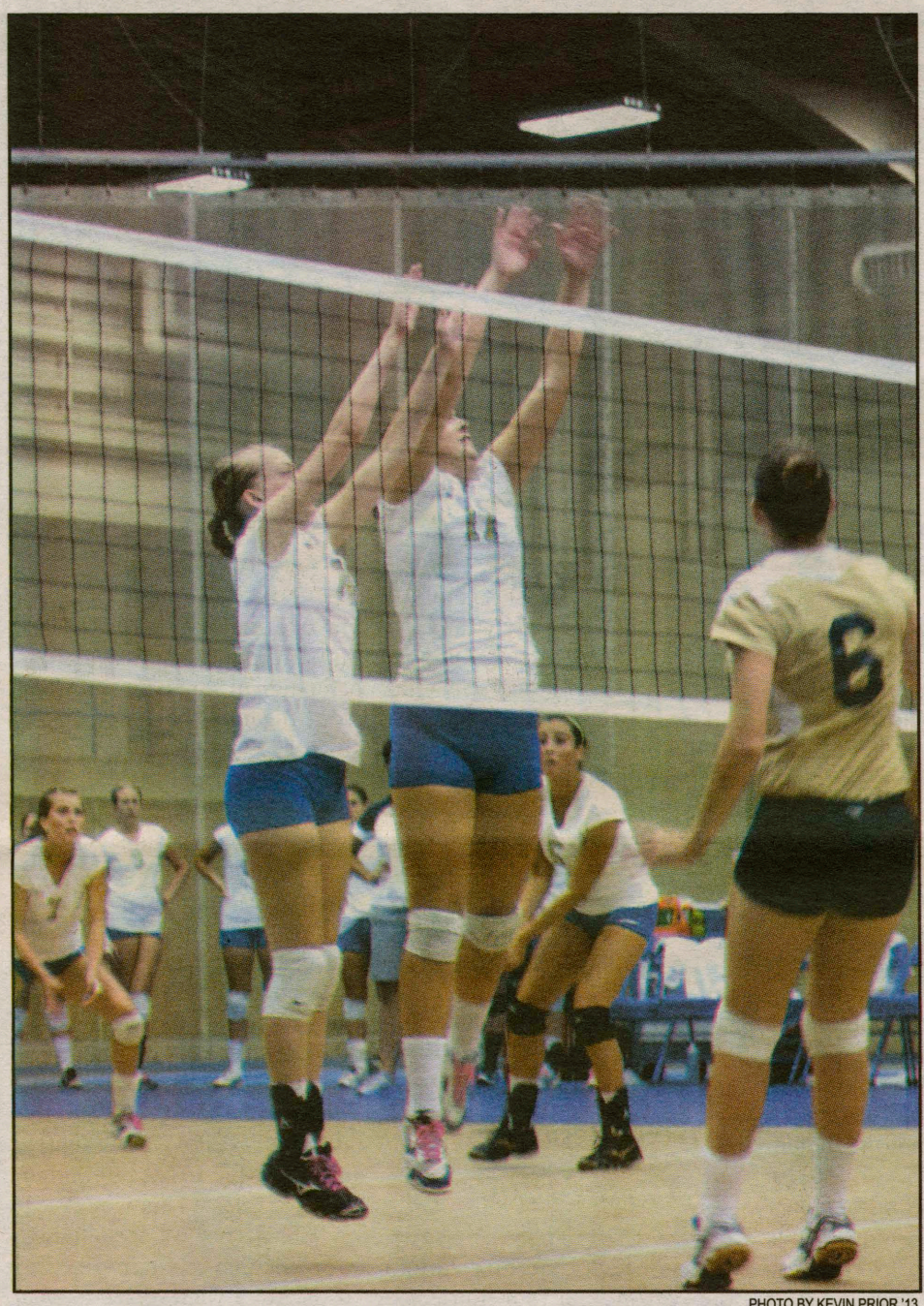

PHOTO BY KEVIN PRIOR '13

Emma Lonadier '15 and Allison Martella '13 attempt to block a shot during Saturday's volleyball game against SUNY Canton.

by Stephen LaRochelle '14
Sports Contributor

While most Hamilton varsity sports teams were still in preseason mode this past weekend, the women's volleyball team notched four regular season victories in as many matches, emerging from their season opening Hamilton Invitational Tournament with an unblemished record.

The Continentals opened the tournament on Friday afternoon by swiftly and easily defeating the Sage Colleges in three straight games. Megan McCareins '14 led the attack with 10 kills while Brenna Corrigan '14 chipped in with seven. Emma Lonadier '15 confidently paced the offense in her first collegiate match, notching 21 assists and two service aces, complementing the 13 assists and consistently strong serving from Cecelie Pikus '13.

The win was especially impressive considering the limited time frame in which the team had to prepare for their opening game.

"After only a week of playing together, we clicked really well as a team this weekend," outside hitter McCareins noted. "It's a good indicator of our chemistry."

The Continentals returned to the court an hour later to meet up with SUNY Plattsburgh. Plattsburgh gave Hamilton all they could handle, extending the match to five games before falling victim to a Continental attack that became more potent as the game progressed. Meredith Nuber '14 and McCareins dominated the offense, while Nuber was providing thundering hits from the middle and McCareins ripping attacks from the outside.

*see **Volleyball**, page 15*

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Star defender Meg Pengue '12.

Laxers honored by ECAC

by Alexandra Orlov '13
Sports Contributor

The tenacious defense and aggressive offense of the women's lacrosse team brought the Continentals to the 2011 NCAA Division III Championship for the fifth year in a row, and now both the offense and defense are being recognized by the Eastern College Athletic Conference (ECAC). On August 15, the ECAC named Meg Pengue '12 and Rachel Friedman '13 two of the 12 2011 ECAC Div. III Upstate All-Stars. Players from the Liberty League, SUNY AC and Empire 8 were eligible for this honor.

"I think playing tougher competition will ultimately make us a better team and a bigger threat in the postseason"
—Rachel Friedman '13

"I can still remember the time Meg could barely throw a ball, and now she is an All-American lacrosse player!" commented Friedman, recalling how Pengue decided to take up the sport as a high school sophomore

*see **W. Lacrosse**, page 15*

Men's soccer, new kid in the NESCAC

by Scott Etkin '14
Sports Writer

Even before they set foot on the pitch, the men's soccer team knows that the 2011 season will be unlike any year before. This fall, the Continentals will be playing in the New England Small College Athletic Conference (NESCAC) instead of the Liberty League. This will create a new set of challenges for the players and Coach Perry Nizzi. However, coming off last year's second consecutive semi-final appearance with eight returning starters, there is a sense of cautious optimism heading into this season.

Several factors contribute to the challenge of moving into the NESCAC: not only are there ten teams compared to the Liberty League's eight, but the NESCAC is also considered a deeper league in terms of top-to-bottom competitiveness. Additionally, the comfort that comes with the experience of playing for years against the same Liberty League opponents will be taken away.

"The only thing I'm worried about is the unknown this year," said coach Nizzi. "Being able to prepare my team properly as far as who [our opponents'] best players are going to be, their defense, who their biggest guy is, who's going to come forward on restarts…that will be the toughest part."

Given these unfamiliar conditions, the team will undoubtedly rely on the leadership of captains Frank Campagnano '12 and Bennett Weinerman '12.

"All we know is to expect a lot of physicality and tough games each time

*see **M. Soccer**, page 15*

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Captain Frank Campagnano '11.